

## **Activity #8: Try It: Focus on Behavior - Activity**

### **Section 4: Behavior Difficulties**

Transitions (e.g., drinking fountain time, lining up to leave the room, getting out materials, coming in from recess, etc.) are times which often lack structure in the classroom. As a result, children may have difficulty regulating their behavior at these times. Teachers can work proactively to anticipate difficulties, clarify expectations, and practice transition tasks with children. Teachers can also provide positive reinforcement (both verbal and nonverbal) to all children, including those who struggle with behavior regulation. "Catching" these children being good is an effective, motivating way to encourage them to regulate their behavior. Consider the following as you plan your transition:

- Explain what is expected during the transition; consider posting steps with illustrations
- Break the transition task into small steps and practice those steps individually with children using activities involving role-modeling and puppets; provide extra practice for children for whom behavior regulation during the task may be challenging; provide positive reinforcement for effort during the practice sessions
- Have children complete the transition in small groups; group children who have difficulty with behavior regulation with those who do not
- Seek out opportunities to provide positive reinforcement to children who are regulating their behavior; provide enthusiastic and descriptive verbal feedback to individuals and to the entire group, as well as nonverbal feedback to individuals (e.g., thumbs up, pats on the back, happy grams)

Complete the following handout. Bring it to the next session and be prepared to discuss your transition activity and how you implemented it in your room.

Transition: \_\_\_\_\_

Type of Transition: ☐ Waiting ☐ Moving ☐ Attention Getting

**Directions you will give to the children:**

**Visual Support** *(chart with pictures illustrating steps, props, photo cards, etc.)*

**Small Steps** *(practiced for success, i.e. breaking down tasks into smaller components to be taught)*

**Positive Reinforcement** *(enthusiastic and descriptive verbal feedback to individuals and to the entire group as well as nonverbal feedback to individuals (e.g. thumbs up, pats on the back, happy grams, etc.)*